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ABSTRACT

Arguing that the potential for helping to prepare Utah's children for the 21st Century lies in the school library media center and its program, this report begins by discussing what a school library media program is; how such a program prepares students for the future; and the necessary components of an effective library media program. Noting that an effective program provides instruction in library media skills, information access, and consultation services, the report briefly discusses different aspects of the school library media program, including personnel, books and library materials, technology, and facilities. Selected standards and the current status of library media programs in Utah are presented in question and answer format, and a concluding statement emphasizes the importance of quality library media programs, the critical need for support for such programs at all levels, and the need to implement the recommendations of this master plan. Recommendations are then presented for the Utah State Board of Education and Utah State Office of Education, the Utah State Legislature, and Utah school districts. Appended materials, which make up the major part of this report, include resolutions adopted by the Utah Parent-Teacher Association convention delegates in 1990 and by the Utah State House of Representatives in 1988 and 1989; a library media skills course description for levels K through 6; a sample of library media skills infusion into the language arts core for level seven; competencies necessary for library media certification; library media personnel designations; job descriptions for certificated school library media specialists and non-certificated library media personnel; and the Northwest Association of Schools and Colleges Standards for Accreditation for high schools, junior high/middle schools, and elementary schools. (DB)

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UTAH'S SCHOOL LIBRARY MEDIA PROGRAMS:

Empowering Students to Function Effectively in an Information World

UTAH STATE OFFICE OF EDUCATION
250 East 500 South
Salt Lake City, Utah 84111

JAY B. TAGGART
State Superintendent of Public Instruction

1991

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A MASTER PLAN FOR

UTAH'S SCHOOL LIBRARY MEDIA PROGRAMS: Empowering Students to Function Effectively in an Information World

A Report by the
Library Media Master Plan Steering Committee

UTAH STATE OFFICE OF EDUCATION

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Salt Lake City, Utah
1991

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The Utah State Board of Education accepts this report with commendation and with support for the recommendations.

UTAH STATE BOARD OF EDUCATION
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Salt Lake City, Utah 84111

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DEDICATION

We, the members of the Library Media Master Plan Steering Committee, charged by the Utah State Board of Education to chart our course for the next five years, dedicate this plan to Utah students, regardless of their location, age, or grade, and their need for information and library media programs.

MEMBERS OF THE LIBRARY MEDIA MASTER PLAN STEERING COMMITTEE

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TERMS

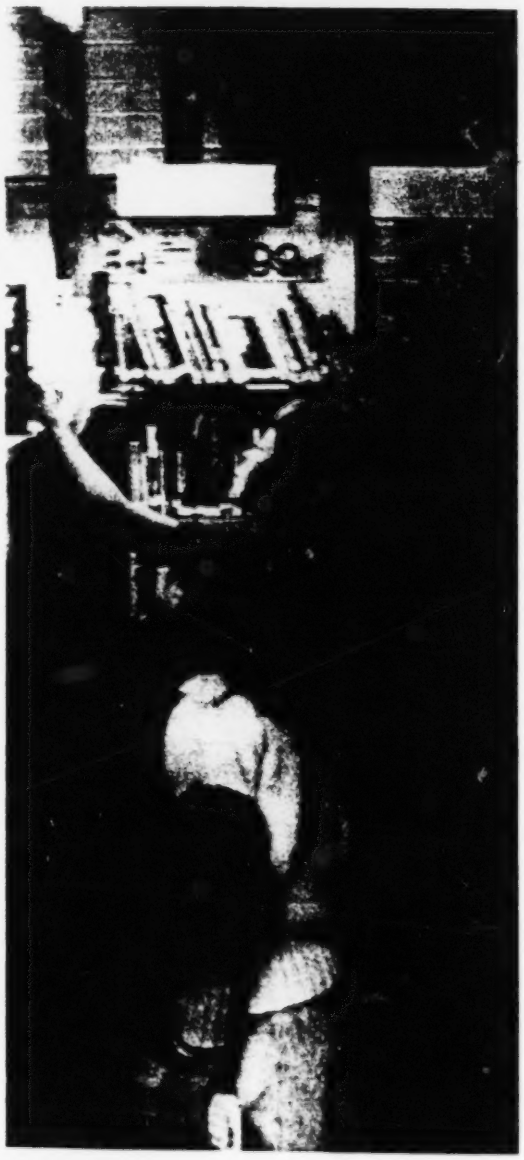
SCHOOL LIBRARY MEDIA PROGRAMS stimulate the mind and intellect of the student through integrated services: teaching of library media skills, literature enrichment, reading promotion, information access, and instructional consultation.

LIBRARY MEDIA SKILLS enable students to locate, select, use, synthesize, and evaluate information. Learning to use library media resources facilitates critical thinking.

A CERTIFICATED SCHOOL LIBRARY MEDIA SPECIALIST/TEACHER is a professionally trained teacher who has a standard teaching certificate as well as the additional library media certificate required by the Utah State Office of Education.

A SCHOOL LIBRARY MEDIA CLERK/ TECHNICIAN/ASSISTANT/AIDE is a non-certificated employee who assists a library media specialist/teacher by performing clerical and technical tasks.

THE SCHOOL LIBRARY MEDIA CENTER is an organized learning facility offering the entire school community diverse information sources: books, periodicals, audiovisual materials, equipment, and electronic information technologies. It functions as a resource and teaching center and is the "heart" of the school.



Utah's School Library Media Programs:
Empowering Students to Function Effectively in an Information World

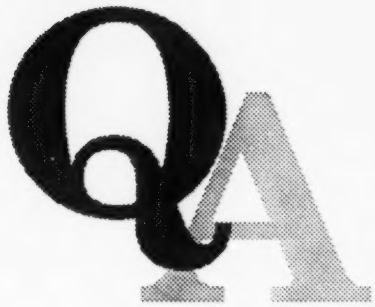
A Shift in Focus challenges the Utah community to **"empower Utah's children to function effectively in the society in which they will live."** An integrated school library media core curriculum, one that balances instruction in library media skills and literature enrichment, is essential to such empowerment. Students must learn how to locate, select, use, synthesize, and evaluate information for today and for tomorrow if they are to be **"prepared to address the challenges of the 21st Century, including an increasingly technological and information-oriented society, and competition with international peers."** Just as important to functioning effectively and competitively in the future is the skill of knowing how to use library media services for pursuing hobbies and spending leisure time wisely. The potential for helping to prepare Utah's children for the 21st Century is in the school library media center and its program.

"Of all expenditures that influence a school's effectiveness -- including those for facilities, teachers, guidance services, and others -- the level of expenditures for library media services has the highest correlation with student achievement."

School Match, 1987

"To look at the future, go to your school library media center."

Tip O'Neill
American Library Association
Convention, 1988



What is a school library media program?

Service, above all, defines the school library media program. The library media program consists of three integrated services: instruction, access, and consultation.

INSTRUCTION is key to the program. This service must be based on an adopted Utah State Library Media Skills Core, a sequence of library media skills and literature enrichment for students, K—12. (See Appendix pages 17—36) Library media specialists/teachers draw upon their training as classroom teachers to correlate this Library Media Skills Core with the larger body of the Utah State Core Curriculum. In this way, library media instruction and classroom instruction work in concert, mutually reinforcing learning experiences in both environments. Library media specialists/teachers instruct students in the skills needed to locate, evaluate, and organize information for classroom use or simply to satisfy the "need to know." Library media specialists/teachers present literature experiences to promote reading. All these activities are built into a continuum of instruction empowering students to become lifelong learners.

ACCESS service allows students, teachers, and administrators to locate information in diverse sources, from books on the shelves to materials obtained through information networks. Materials and equipment are classified and organized so they are readily available to all users. School curriculum and student interest and ability are primary factors reflected in the selection of materials and equipment by the library media specialist/ teacher.

CONSULTATION service is the third service of the library media program. A library media specialist/teacher is in a unique position to advise students, teachers, and administrators in the selection, use, and interpretation of information. Consultation regarding audiovisual materials may range from helping teachers integrate available materials into the curriculum to actively creating original materials.

Thus, in light of these instruction, information access, and consultation services, the library media specialist/teacher directs a program that not only supports the curriculum of the school for the present , but also prepares students to become lifelong learners.

How does the library media program prepare students for the future?

Library media skills are important throughout life. In the short term, these skills provide a means of achieving learning objectives within the curriculum. In the long term, library media skills have a direct impact on students' abilities to deal effectively with a changing world and to continue the educational process far beyond the school years.

In an effective library media program, the library media specialist/teacher instructs and monitors students in the specific skills that are central to thinking and learning processes. These skills are specified in the Utah Library Media Skills Core, beginning with kindergarten, and include a wide range of information, research, and literature proficiencies. (See Appendix, pages 17—36)

An effective library media program provides instruction in library media skills, information access, and consultation services. What are the necessary components of such a program?

Four components of an effective library media program have been identified and prioritized:

1. Personnel
2. Library books and other materials
3. Technology
4. Facilities

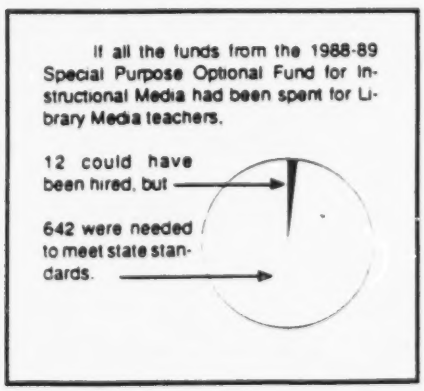
1. PERSONNEL

"...the most effective school library media program is managed by a professionally trained library media specialist [teacher] who has both a Utah teaching certificate and a library media endorsement..."

HJR32, Feb. 8, 1988
(See Appendix page 14)

"Research indicates that students who attended schools with library media programs staffed by full-time professionals showed significant improvement in reading scores, study skills, and access to the library."

Elaine K. Didier, 1984


If all the funds from the 1988-89 Special Purpose Optional Fund for Instructional Media had been spent for Library Media teachers,
12 could have been hired, but
642 were needed to meet state standards.

Teaching of library media skills is the most important function of the program. Teaching requires a Utah teaching certificate, thus a full-time certificated library media specialist/teacher is essential in every school.

In addition, the library media specialist/teacher, as information specialist, selects library media materials requiring specialized knowledge of curriculum, teaching and learning styles, selection criteria, available materials, and literature for children and young adults. This knowledge is acquired in the process of obtaining a Utah Library Media Certificate. Minimum competencies for qualifying for the library media certificate have been determined by the Utah State Office of Education. (See Appendix page 37)

Also, the library media specialist/teacher functions as an instructional consultant to teachers and administrators. This role must be filled by a successful classroom teacher who has the additional training and experience necessary to earn the library media certification.

Uniform personnel designations have been identified (See Appendix page 38) and job descriptions have been developed for both certificated and non-certificated personnel. (See Appendix pages 39—41)

One library media specialist/teacher in each of Utah's 642 schools should be a minimum staffing commitment. Northwest Accreditation Standards mandate a "full-time certificated instructional [library] media specialist [teacher] in every building with a population of 251 students or more." (See Appendix pages 43—49)

In 1981, 60 percent of the schools were staffed with certificated library media specialists/teachers. By 1985, that figure had dropped to 49 percent. By 1989, it was reduced to 43 percent and the downward spiral continues as further reductions of the certificated staff were made for the 1990-91 school year.

2. LIBRARY BOOKS AND OTHER MATERIALS

"Throughout history, every significant increase in activity has involved the better use of better tools." *A Shift in Focus*

Library media services provide the means for teaching our students how to better use the tools of information and research, both now and in the future.

Empowering students to function effectively in an information world requires a wide range of fiction, non-fiction, and reference books, audiotapes, videotapes, slides, filmstrips, computer programs, videodiscs, and other emerging technologies. Materials must be of the highest quality, current, and in sufficient quantity.

Students, who can read but choose not to read, stand at higher risk for failure in school and in the future. More students will read when library media centers have a wide variety of books which are of interest for both study and recreation.

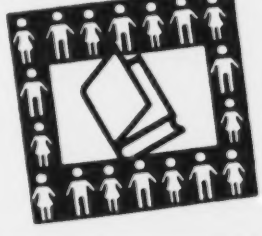
In 1990, Utah legislators recognized the dire conditions of library media collections by appropriating three million dollars. This was an important step of commitment. For budgetary reasons, Utah school districts have been unable to update their library media collections sufficiently to support the curriculum and to meet student needs. Such poor collections serve inadequately as information sources and jeopardize school accreditation.

Cooperative efforts, such as library networks and coordinated collection development, offer students and teachers the opportunity to access a broader range of information. Shared resources, however, cannot supplant the local school collection. Utah schools must have continued commitment to building quality collections.

"Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill. Without books, the development of civilization would have been impossible. They are the engines of change, windows of the world, and 'lighthouses erected in the sea of time.' They are companions, teachers, magicians, bankers of the treasures of the mind. Books are humanity in print."

Barbara W. Tuchman,
Historian

If all the 1988-89 Special Purpose Optional Allocation had been used to purchase library books, one book could have been purchased for each 16 students.



3. TECHNOLOGY

Technology enables students and teachers to have access to information that otherwise is unavailable. Within the library media center, use of an automated catalog permits instant access to the collection of the library media center and integrates computer skills and library media skills with higher level thinking skills.

Reaching beyond the school, CD ROM, videodisc, and online searching vastly expand the resources available to schools. Networking between school library media centers, public libraries, and other libraries is enhanced through the use of telecommunications. Students can tune in to the world through the use of satellite dishes, computers, VCRs, and television receivers.

Automation of library media management tasks benefits students indirectly. A basic circulation system streamlines the process of managing the collection by providing better statistics and accurate records. Better statistics improve collection development. Accurate records decrease losses.

One of the goals expressed in *A Shift in Focus* is to "increase learning and productivity through technology."

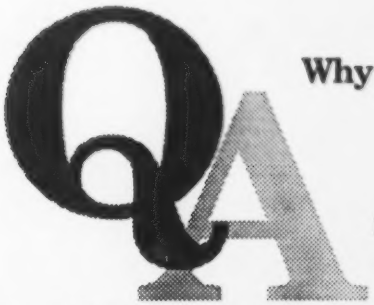
4. FACILITIES

A recent statewide survey reveals that many library media facilities are inadequate to house the information resources needed for an effective instructional program. Of 515 schools returning the survey, 15 reported having no library media center.

The Utah State House of Representatives supported the concept of adequate library media facilities by passing "The Adequate Media Centers Resolution" in the 1989 General Session. (See Appendix page 15)

There is no single ideal plan for library media facilities. Library media centers must provide space for the services, materials, and equipment needed to achieve the mission, goals, and objectives of the library media program. Since differences exist in the goals and patterns of education programs, facilities within the school should be designed to reflect the curriculum and the particular instruction requirements of students and teachers. Flexibility must be part of library media center design.

A library media center must be pleasant, attractive, inviting, easily accessible, well stocked, and organized.



Why is a quality library media program essential for every student in Utah?

It is estimated that information will double four times between the years 1988 and 2000.

How many jobs in the year 2000 will require the ability to process information ?

93% is the estimate.
(Centron, Marvin, *Class of 2000)*

How many of Utah's "accredited" public high schools meet Northwest Accreditation Standards for library media personnel?

Only 36 out of 92 public high schools (39%) meet Northwest Accreditation Standards for library media personnel.
(Accreditation Statistics, 1990)

How many elementary schools meet the standard of one library media specialist/teacher per building?

Only 65 out of 435 schools (15%) have a full-time library media specialist/teacher.

How many library media specialists/teachers are needed to meet accreditation standards?

One per building is the minimum.

What is the national average for the number of books per student in a library media center?

21 per student, elementary
19 per student, secondary
(SLJ, June 1990)

What is the average number of books per student in Utah?

15 per student, elementary
12 per student, secondary
(Statewide Study, 1990)

Assuming the collections were adequate, how many books should be purchased each year to maintain the collections?

435,000 books per year OR
1 book per student per year

What was the average price of a library book in 1989?

$11.92, elementary (1988 prices)
$38.39, secondary (1988 prices)
(Bowker Annual, 1990)

What is the present state mechanism for funding library media programs?

Special Purpose Optional, Instructional Media Fund

How much money was allocated in 1989 in the Special Purpose Optional, Instructional Media fund?

$338,324 or 79¢ per student

How have book prices and allocations compared in previous years?

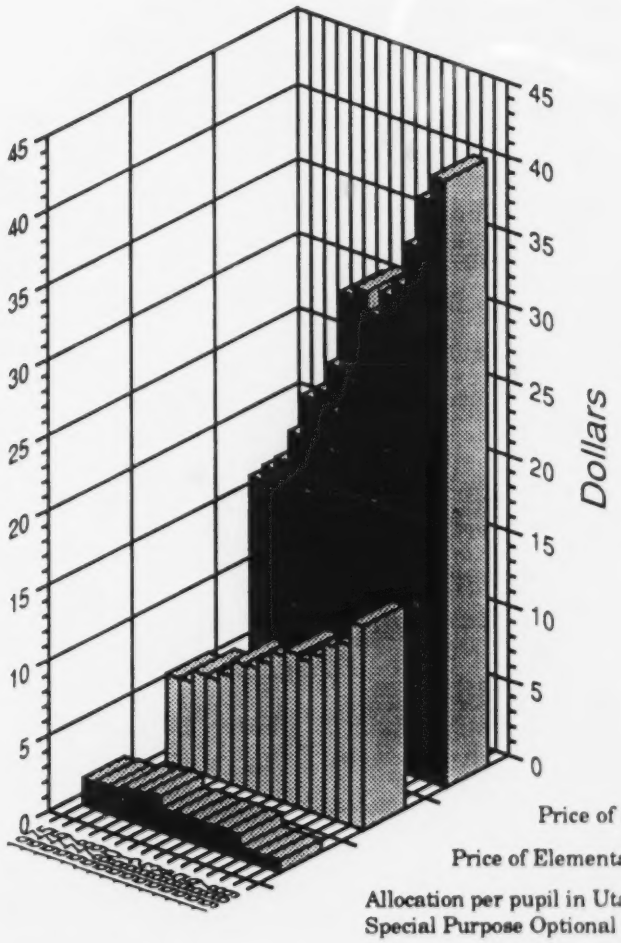
As the price of books has increased, Utah's allocation has declined.
(See graph page 9)

How far does $338,324 go in supporting quality library media programs?

If all the money had been used to employ certificated library media specialists/teachers, 12 could have been hired when 642 were needed.

If all the money had been used to buy books, one book could have been purchased for each 16 students.

Library Book Prices and Library Media Allocations 1975-1989



(Bowker Annual, 1990)

CONCLUSION

Quality library media programs are the foundation upon which we can "empower Utah's children to function effectively in the society in which they will live." An effective library media program provides instruction in library media skills, information access, and consultation services. Four components of such a program have been identified and prioritized: personnel, library books and other materials, technology, and facilities. Basic to a successful program is the library media specialist/teacher. This essential teacher instructs, provides access to information, and consults. Materials must be of the highest quality, current, and in sufficient quantity. Technology enables students and teachers to have access to information that otherwise is unavailable. The library media facility functions as a resource and teaching center and is the "heart" of the school.

Utah's school library media programs at all levels are in critical need of support. The lack of adequate funding for school library media programs is emphasized in the *Utah Statewide Library Study—Executive Summary, 1989*, commissioned by the Utah State Legislature. One recommendation to the Legislature was that it "recognize that...school libraries have dwindling staff and library resources and that ways must be found to staff school libraries and to provide financial resources needed to strengthen the collections..." The study team's observations indicate that Utah is at or near the bottom nationally in support of school library media programs.

In order for students to reach their potential as envisioned in *A Shift in Focus*, the recommendations of this Library Media Master Plan must be implemented.

RECOMMENDATIONS

The Utah State Board of Education and Utah State Office of Education should:

- Ensure that districts adhere to the adopted accreditation standards, K-12, which state that "the first full-time [library] media person employed **shall** be a certificated instructional [library] media center specialist [teacher]."

- Adopt the Utah State Library Media Skills Core, K—6, and authorize the infusion of library media skills, 7—12, into secondary core curriculum subject areas.

- Develop curriculum resource files to assist in the implementation of the Library Media Skills Core.

- Define the criteria for an "approved" library media program in order to clarify Utah Code, 53 A—17—112b.

- Monitor the programs of institutions of higher education to ensure that instruction for library media certification includes a thorough understanding of library media philosophy, skills, curriculum, management, and practical experiences to allow the library media specialist/teacher to perform as a teacher, information specialist, and instructional consultant in the school.

The Utah State Legislature should:

- Establish funding in the State Supported Minimum Program for Utah Public Schools to hire library media specialists/teachers and support staff to meet accreditation standards.

- Provide funding in the State Supported Minimum Program for Utah Public Schools to purchase library books to bring library media collections in line with national guidelines of one book per student per year.

Utah School Districts should:

- Employ certificated library media specialists/teachers and support staff at all levels to meet accreditation standards adopted by the Utah State Board of Education.

- Develop electronic networks linking school library media centers and other libraries so that information and materials may be shared.

- Provide adequate library media facilities in all schools.

RESOLUTION ADOPTED BY THE
UTAH PTA 1990 CONVENTION DELEGATES

LIBRARY MEDIA CENTERS

Whereas, The Utah State Board of Education-sponsored study, *A SHIFT IN FOCUS*, challenges Utah to "empower Utah's children to function effectively in the society in which they will live"; and

Whereas, An integrated school library media program that balances instruction in library media skills with literature enrichments is essential to such empowerment; and

Whereas, Students must learn how to locate and evaluate information if they are to be "prepared to address the challenges of the 21st Century, including an increasingly technological and information-oriented society, and competition with international peers"; and

Whereas, School library media centers have lost staff and resources and new ways must be found to staff library media centers and provide financial resources needed to strengthen the collections; therefore be it

RESOLVED, That the Utah PTA encourage increased funding for library media specialists/teachers and support staff to help schools meet accreditation standards; and be it further

RESOLVED, That the Utah PTA encourage the Legislature to provide ongoing funding for the purchase of library books; and be it further

RESOLVED, That the Utah PTA support the use of technology in library media services to increase access to information for students and teachers; and be it further

RESOLVED, That local and council PTAs encourage their local school boards to provide adequate library media center facilities; and be it further

RESOLVED, That the Utah PTA encourage their local school boards to hire certificated library media specialists/teachers.

Legislative Resolution Supporting Library Media Programs in Utah

WHEREAS, the school library media program is a program of services; and

WHEREAS, the school library media program supports the curriculum and is therefore an integral part of the school's educational program; and

WHEREAS, the most effective school library media program is managed by a professionally trained library media specialist who has both a Utah teaching certificate and a library media endorsement; and

WHEREAS, research has documented that students with library media experiences achieve higher level language skills than those without this experience; and

WHEREAS, children who have library media services, under the direction of a certificated library media specialist, have access to a much wider world than that of a single classroom; and

WHEREAS, the library media center teaches students the research skills necessary for lifelong learning; and

WHEREAS, the school library media program provides access to and appreciation for literature; and

WHEREAS, the school library media program enhances classroom experiences through a variety of materials selected to meet the needs of the school community.

NOW, THEREFORE, it is hereby resolved that school library media programs are acknowledged as being an integral element of the educational program of the Utah Public School System and are recognized for the vital role which they assume in the curriculum and the educational process.

HJR32

Presented by Olene Walker, House Majority Leader
Passed on February 8, 1988

Utah State House of Representatives

Resolution

ADEQUATE MEDIA CENTERS RESOLUTION

1989

GENERAL SESSION

Enrolled Copy

H.J.R. No. 21 *Stanley M. Smedley*

A JOINT RESOLUTION OF THE LEGISLATURE STRONGLY RECOMMENDING THE CREATION OF ELEMENTARY SCHOOL MEDIA CENTERS OF ADEQUATE SIZE.

Be it resolved by the Legislature of the state of Utah:

WHEREAS, President George Bush has emphasized strengthening education because of its importance in preparing the nation's youth;

WHEREAS, Governor Norman Bangerter has emphasized strengthening education because of its importance in preparing the youth of Utah;

WHEREAS, Utah's voters have indicated through their rejection of recent tax initiatives that they consider education to be of vital importance;

WHEREAS, there is a fundamental and increasing need to prepare youth with skills in technological retrieval, analysis, and the presentation of vast amounts of information;

WHEREAS, properly prepared youth have a crucial need to successfully develop information retrieval and computer and media technology skills at an early age;

WHEREAS, most students have a genuine desire to successfully develop information retrieval, computer, and media technology skills in elementary school;

WHEREAS, each elementary media center is the source of nontext information and of equipment and materials necessary to develop information retrieval, computer, and media technology skills;

WHEREAS, the adequacy of the space occupied by an elementary media center is directly related to its effectiveness in fulfilling its purpose;

WHEREAS, adequate media center space must include enough room for adequate books and periodicals, media equipment storage, surfaces for reading, listening, and viewing, and for a technology training room for small group interaction; and

WHEREAS, an adequate elementary media center also provides sufficient room for the students using it.

NOW, THEREFORE, BE IT RESOLVED that the Legislature of the state of Utah strongly encourages the State Board of Education to determine adequate size standards for elementary school media centers in Utah.

BE IT FURTHER RESOLVED that the Legislature of the state of Utah encourages efforts to establish an adequate media center in every elementary school in Utah.

LIBRARY MEDIA LEVEL K-6

SIS COURSE NUMBER: 4600
SIS CODE: LM

COURSE DESCRIPTION

An effective school library media program depends on the collaborative efforts of all those who are responsible for student learning. The coordination of curriculum development and implementation with the resources of the school library media center and the application of principles of information access to the content of the curriculum provide the basis for an effective program.

Following are the library media standards and objectives developed and refined by library media leaders in the state. The course description emphasizes that library media specialists/teachers and classroom teachers plan and teach cooperatively to link the practice of library media skills with other core areas. This ensures that students become more effective users of information.

The using of information is a basic skill necessary for all students. Foundation skills must be introduced and reinforced throughout the elementary grades to assure competence. These skills will be needed for pursuit of information in core curriculum standards and objectives in various subject areas and throughout life.

The purpose of the library media program is to help students become self-motivated, successful, problem solving learners. Students must have formal training and practice in using information and resources. They must learn to find, evaluate, and synthesize information. They also must learn to appreciate the value of reading material in their lives through a variety of activities that encourage continual growth as readers who choose to read.

The library media skills core curriculum is based on four essential strands:

1. Identifying and locating information and resources.
2. Selecting and using information and resources.
3. Evaluating information and resources.
4. Appreciating and evaluating children's literature.

LIBRARY MEDIA LEVEL K

L	M	L	E	V	E	L	K

SIS COURSE NUMBER: 4600
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4600-01	The students will locate areas of the library media center.

OBJECTIVES

4600-0101. Locate easy fiction and nonfiction areas.

4600-0102. Locate the circulation area.

4600-0103. Locate the reading, listening, and viewing areas.

STANDARD 4600-02	The students will develop abilities to use a library media center and its resources.

OBJECTIVES

4600-0201. Explain function of library media center; e.g., teaching skills, providing access to information, lending materials.

4600-0202. Exhibit self-controlled conduct.

4600-0203. Demonstrate proper care of books and other materials.

4600-0204. Define the following terms: easy fiction, picture books, nonfiction, title, spine, and cover.

STANDARD 4600-03	The students will evaluate library media center resources.

OBJECTIVES

4600-0301. Choose books and other materials for their own enjoyment.

4600-0302. Choose books and other materials for group activity.

STANDARD 4600-04	The students will listen and respond to children's literature.

OBJECTIVES

4600-0401. Listen to selections of literature and folklore; e.g., nursery rhymes, poems, ABC and number books, predictable books, Caldecott books.

4600-0402. View audiovisual presentations of children's literature.

4600-0403. Respond to children's literature presentations; e.g., draw a picture, sing a song, make simple puppets, participate in role-playing.

4600-0404. Recite nursery rhymes from memory.

LIBRARY MEDIA LEVEL 1

L	M	L	E	V	E	L	1

SIS COURSE NUMBER: 4601
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4601-01	The students will identify and locate books within the areas of the library media center.

OBJECTIVES

4601-0101. Identify and locate books and other materials within the areas of the library media center.

4601-0102. Understand the function of the circulation area.

STANDARD 4601-02	The students will select and use library books and other materials in the library media center.

OBJECTIVES

4601-0201. Use checkout procedures to borrow library media materials.

4601-0202. Demonstrate how to use and care for books.

4601-0203. Define and use the following terms: title, author, illustrator, and illustrations.

STANDARD 4601-03	The students will evaluate information and resources.

OBJECTIVES

4601-0301. Evaluate books to see if they can be read independently.

4601-0302. Tell which selections are real and which are make-believe.

STANDARD 4600-04	The students will appreciate and respond to children's literature.

OBJECTIVES

4601-0401.	Listen to selections from literature and folklore, with emphasis on those books receiving Caldecott honor and medal awards.
4601-0402.	Read picture, easy fiction, and nonfiction books.
4601-0403.	View audiovisual presentations of children's literature.
4601-0404.	Respond to literature presentations; e.g., draw a picture, sing a song, make simple puppets, participate in role-playing.
4601-0405.	Recite additional nursery rhymes.

LIBRARY MEDIA LEVEL 2

L	M	L	E	V	E	L	2

SIS COURSE NUMBER: 4602
SIS CODE: LM

ORE STANDARDS OF THE COURSE

STANDARD 4602-01	The students will identify and locate the parts of a book.

OBJECTIVES

4602-0101. Identify and locate the cover, spine, call number, title, title page, text, index, table of contents, and glossary.

4602-0102. Understand that all books have similar parts.

STANDARD 4602-02	The students will select and use library books and other materials for reading and information.

OBJECTIVES

4602-0201. Select books and other materials on appropriate reading and interest level.

4602-0202. Select books and other materials to meet information needs.

4602-0203. Define and use the following terms: author, title, illustrator, illustration, cover, spine, title page, call number, index, table of contents, and glossary.

STANDARD 4602-03	The students will evaluate information and resources.

OBJECTIVES

4602-0301. Recognize main idea and supporting details.

4602-0302. Predict conclusions in books and other materials.

4602-0303. Evaluate books and other materials for information needs.

STANDARD 4602-04	The students will appreciate and respond to literature that is presented to them or that they read.

OBJECTIVES

4602-0401. Recall story elements as appropriate; e.g., plot, setting, character.

4602-0402. Listen to literature and folklore presentations including books of merit; e.g., Caldecott, juvenile classics, professionally recommended titles.

4602-0403. Read a wide variety of self-selected books.

4602-0404. Respond to literature by drawing a picture, acting out the dialogue, writing a story, etc.

4602-0405. Retell simple folk tales.

LIBRARY MEDIA LEVEL 3

LM LEVEL K

SIS COURSE NUMBER: 4603
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4603-01	The students will identify and locate print and nonprint materials, reference materials, magazines, equipment, and the catalog system (card or automated).

OBJECTIVES

4603-0101. Review parts of a book including: cover, spine, title, title page, author, illustrator, call number, table of contents, index, and glossary.

4603-0102. Identify and locate audiovisual equipment; e.g., filmstrip projectors, computers, record players, cassette recorders, VCRs.

4603-0103. Identify and locate nonprint materials; e.g., filmstrips, maps, records, cassettes, computer software, videotapes.

4603-0104. Identify and locate reference materials; e.g., encyclopedias, almanacs, atlases, dictionaries.

4603-0105. Identify and locate the magazine section.

4603-0106. Identify and locate the catalog system (card or automated).

4603-0107. Identify and locate catalog headings: subject, title, and author.

4603-0108. Locate books and other materials using the call number.

STANDARD 4603-02	The students will select and use a wide variety of books and other materials for reading and information.

OBJECTIVES

4603-0201. Use the catalog system to find books and other materials.

4603-0202. Select and use appropriate sources of information; e.g., encyclopedia, dictionary, almanac, atlas.

4603-0203. Select and use magazines.

STANDARD 4603-03	The students will evaluate information and resources.

OBJECTIVES

4603-0301. Evaluate whether a fiction or nonfiction book is appropriate for a specific need.

4603-0302. Evaluate books and other materials for information needs.

STANDARD 4603-04	The students will appreciate and respond to children's literature.

OBJECTIVES

4603-0401. Recognize the difference between fiction and nonfiction books and other materials.

4603-0402. Listen to literature and folklore presentations.

4603-0403. Read a wide variety of books that reflect personal interest.

4603-0404. Recall story elements as appropriate; e.g., theme, style, format.

4603-0405. Respond to literature through drama, art, writing experience, or music.

4603-0406. Recite short poems.

LIBRARY MEDIA LEVEL 4

L	M	L	E	V	E	L	4

SIS COURSE NUMBER: 4604
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4604-01	The students will identify and locate different types of information sources in the library media center.

OBJECTIVES

4604-0101. Identify and locate indexes to information sources; e.g., catalog system, guide to magazine articles, guide to nonprint holdings.

4604-0102. Identify and locate different types of atlases.

4604-0103. Identify and locate different types of almanacs.

4604-0104. Identify and locate different types of dictionaries.

4604-0105. Identify and locate different types of encyclopedias.

4604-0106. Identify and locate different types of data bases (electronic or print).

4604-0107. Locate books and other materials using the call number.

STANDARD 4604-02	The students will select and use many different sources to meet their reading and information needs.

OBJECTIVES

4604-0201. Select and use a variety of print and nonprint materials using indexing systems; e.g., card catalog (electronic or print), magazine guide, telephone book, etc.

4604-0202. Select and use appropriate reference sources; e.g., books, dictionaries, encyclopedias, magazines (periodicals).

4604-0203. Define and use the following terms: copyright, publisher, periodical, and biography.

4604-0204. Define, compare, and use a table of contents, index, bibliography, and glossary.

STANDARD 4604-03	The students will evaluate a wide variety of books and other materials.

OBJECTIVES

4604-0301. Choose a wide variety of books appropriate to reading ability and interest.

4604-0302. Evaluate books and other materials for information needs.

STANDARD 4604-04	The students will appreciate and respond to children's literature.

OBJECTIVES

4604-0401. Read from a variety of literary forms; e.g., folklore, fairytales, humor, mystery, biography, poetry.

4604-0402. Recognize first person and third person narratives.

4604-0403. Read books of merit; e.g., Utah Children's Book Award nominees.

4604-0404. Respond to literature using drama, art, writing experiences, or music.

4604-0405. Recite additional short poems with expression.

LIBRARY MEDIA LEVEL 5

L	M	L	E	V	E	L	5

SIS COURSE NUMBER: 4605
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4605-01	The students will identify and locate parts of an index or catalog system (card or automated).

OBJECTIVES

4605-0101. Identify and locate cross references, guide words, annotations, and tracings.

4605-0102. Formulate descriptors (search terms or key words) for searching data bases (electronic or print).

STANDARD 4605-02	The students will select and use numerous literature and information sources.

OBJECTIVES

4605-0201. Use the catalog system (card or automated) to select a variety of print and nonprint materials.

4605-0202. Select and use appropriate reference sources; e.g., books, encyclopedias, magazines (periodicals), atlases, almanacs.

4605-0203. Explain the significance of copyright.

4605-0204. Using an index to magazine articles, locate magazine (periodical) articles.

4605-0205. Define and use the following terms: subtitle, foreword, preface, chapter headings, appendix, volume, guide words, glossary, title page, verso page, publisher, title, copyright date, index, and bibliography.

STANDARD 4605-03	The students will become critical viewers and readers through the evaluation process.

OBJECTIVES

4605-0301. View and respond to television productions using evaluation skills.

4605-0302. Read and respond to information sources using evaluation skills.

STANDARD 4605-04	The students will appreciate and respond to children's literature.

OBJECTIVES

4605-0401. Select and read from a variety of literary forms; e.g., historical fiction, realistic fiction, adventure, poetry.

4605-0402. Read and respond to literature using evaluation skills.

4605-0403. Find and use information about authors of children's literature.

4605-0404. Read and respond to selected samples of an author's work.

4605-0405. Prepare and give a presentation about an author of children's literature.

4605-0406. Respond to other student presentations.

4605-0407. Read books of merit; e.g., Utah Children's Book Award, Newbery honor and medal books.

4605-0408. Recite epic poems.

LIBRARY MEDIA LEVEL 6

L	M	L	E	V	E	L	6

SIS COURSE NUMBER: 4606
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4606-01	The students will identify and locate resources needed in the research process in the library media center and in other locations.

OBJECTIVES

4606-0101. Identify and locate additional research sources; e.g., audiovisual materials, newspapers, interviews, vertical files.

4606-0102. Understand various indexing systems including data bases (electronic or print).

STANDARD 4606-02	The students will select and use appropriate materials from the library media center and other locations for the research process and for reading.

OBJECTIVES

4606-0201. Use specific reference tools to fulfill classroom research assignments.

4606-0202. Use information from various indexing systems to select relevant sources.

4606-0203. Select and use facts and infer ideas by comparing information from a variety of print and nonprint information sources.

4606-0204. Use newspapers, telephone books, audiovisual materials, and interviews as sources of information.

STANDARD 4606-03	The students will evaluate books and other materials to determine their appropriateness for the intended purpose.

OBJECTIVES

4606-0301. Evaluate books and other materials for appropriateness, relevancy, and currency.

4606-0302. Discuss the purpose for using various reference sources.

STANDARD 4606-04	The students will appreciate and respond to children's literature.

OBJECTIVES

4606-0401. Select and read from a variety of literary forms; e.g., fantasy, science fiction, mythology, poetry.

4606-0402. Select and read books of merit; e.g., Utah Children's Book Award nominees, Newbery honor and medal books, and other award winning books.

4606-0403. Participate in activities that follow a reading experience through drama, art, writing experiences, or music.

4606-0404. Retell mythological tales.

Library Media Skills Infusion into the Language Arts Core, Levels 7—12

An effective school library media program depends on the collaborative efforts of all those who are responsible for student learning. The coordination of curriculum development and implementation with the resources of the school library media center and the application of the principles of information access to the content of the curriculum provide the basis for an effective program.

In the summer of 1990, the Language Arts Curriculum, Levels 7—12 was revised and is pending approval. Library Media Skills were infused within this curriculum. It is the intent of the Curriculum Section to infuse library media (information and research) skills within other curriculum areas (science, social studies, arts, and responsible healthy lifestyles) as these documents are revised.

SAMPLE

Level 7

PAPER #3: COMPOSE AN INFORMATIVE PAPER THAT EXPLORES A QUESTION OF PERSONAL INTEREST USING PRINTED SOURCES

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

A. Skills needed by students.
B. Amount and kind of resources needed.
C. Expectation of classroom teacher for content and format of final product.
D. Instructional objectives for the unit.
E. Determination of responsibility for instruction and evaluation for all parts of the unit.

STANDARD 4070-07	The students will locate, use, and analyze information from a variety of printed sources from the library media center and other locations on a question of personal interest. (READING/PREWRITING)

OBJECTIVES	**Using information sources, the students will use a search strategy that utilizes the following steps:**
4070-0701	Choose a topic to research.
4070-0702	Get an overview of the topic, narrow or broaden the topic, if necessary.
4070-0703	Formulate research questions using prewriting strategies; i.e., brainstorming, webbing, listing, mapping, etc.
4070-0704	Determine search terms or key words.
4070-0705	Use indexing systems, including print and electronic data bases, i.e., library media center catalogs, and magazine indexes, to locate materials.
4070-0706	Find information from each chosen source that answers research questions by skimming material for relevancy, currency, accuracy, and interest.
4070-0707	Differentiate between fact and opinion in each source.
4070-0708	Evaluate material for adequacy of information.
4070-0709	Take notes in their own words to be used to synthesize information from selected sources.
4070-0710	Define unfamiliar words.
4070-0711	Prepare a bibliography.

STANDARD 4070-08	The students will compose an informative paper that explores a question of personal interest using printed sources. (WRITING/RESPONDING/REVISING)

OBJECTIVES	**While drafting, the students will:**
4070-0801	Clearly define the topic.
4070-0802	Use notes that have been taken.
4070-0803	Synthesize and organize information using an outline.
4070-0804	Use correctly new words that are related to the subject matter.
4070-0805	Determine audience, purpose, and voice for the paper.
	While revising, the students will:
4070-0806	Use response groups for peer evaluation.
4070-0807	Make necessary changes for improvement.
4070-0808	Document correctly use of source material.

STANDARD 4070-09	The students will produce a final draft of a paper that explores a question of personal interest using printed sources. (EDITING/FINAL DRAFT/PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4070-0901	Express ideas sequentially, leading to a logical outcome.
4070-0902	Use specific words and details.
4070-0903	Organize according to the outline.
4070-0904	Define unfamiliar terms for the audience.
4070-0905	Include a bibliography.
4070-0906	Punctuate the text correctly.
4070-0907	Divide paragraphs appropriately.
4070-0908	Capitalize correctly.
4070-0909	Correct fragments and run-ons.
4070-0910	Observe subject and verb agreement.
4070-0911	Use standard spelling.
4070-0912	Share the final draft.

COMPETENCIES NECESSARY FOR LIBRARY MEDIA CERTIFICATION

Revised July, 1989

I. Demonstrated competence in teaching library media skills to students,

II. Demonstrated competence in the identification of staff needs in the use of media and technology for effective instruction,

III. Demonstrated competence in assisting teachers to integrate media concepts and materials into the curriculum,

IV. Demonstrated competence in evaluating school library media services, collections, facilities, and personnel,

V. Demonstrated competence in using media to input and retrieve information from resources including bibliographic, electronic data bases, video, and community,

VI. Demonstrated competence in developing a written selection policy which includes recognized sources and procedures for evaluating and selecting materials and equipment,

VII. Demonstrated competence in the production of media to meet learning objectives,

VIII. Demonstrated competence in organizing, classifying, and cataloging materials,

IX. Demonstrated competence in the knowledge of literature for children and young adults and its relationship to their interest and reading ability, and

X. Demonstrated competence in administration, leadership, supervision, and management of a school library media center.

Library Media Personnel Designations

District Personnel

Title:	**District Library Media Supervisor OR District Library Media Director OR District Library Media Coordinator**
Certification requirements:	**Utah Standard Teaching Certificate Administrative/Supervisory Certificate**
Highly recommended:	**Library Media Certificate Library media experience**

School Personnel to meet Northwest Accreditation Standards

Certificated Personnel

Title:	**Certificated School Library Media Specialist/Teacher**
Certification requirements:	**Utah Standard Teaching Certificate Library Media Certificate**

Non-Certificated Personnel

Title:	**School Library Media Clerk/Technician/ Assistant/Aide**
Requirement:	**Appropriate clerical or technical skills**

Job Description
for
Certificated School Library Media Specialist/Teacher

Teacher (Instruction)

Teaches students an information curriculum which includes instruction in accessing, evaluating, and communicating information as an integral part of the content and objectives of the Utah State Core Curriculum using a variety of instructional methods and technologies.

Plans jointly with classroom teachers to ensure that information and research skills are correlated with classroom instruction.

Evaluates and selects all types of materials for the library media center which reflect the curriculum needs of the school and the interests and needs of the students.

Develops and implements goals for the library media program which are consistent with school, district, and state instructional goals.

Guides users in developing critical reading, listening, and viewing skills.

Promotes extracurricular reading.

Offers learning opportunities related to new technologies, use and production of a variety of instructional materials, and laws and policies regarding information and copyright.

Respects the inherent worth and free flow of ideas.

Understands, accepts, and provides for individual learning differences.

Shows respect for the worth and dignity of every individual.

Guides student behavior in the library media center.

Encourages independent, self-motivated study habits and responsibility in students.

Inspires careful use of library media holdings as valuable learning resources.

Information Specialist (Access and Management)

Makes resources available to students and teachers through a systematically developed collection within the school.

Develops and administers a continuous evaluation plan of the library media program.

Helps students and teachers identify, locate, and interpret information in the library media center and locations beyond the school.

Facilitates use of various types of materials, equipment, and services.

Provides an accurate and efficient retrieval system which includes classifying, cataloging, and shelving of all types of materials.

Provides access to the library media center throughout the school day.

Encourages use of the library media center resources at the time of need.

Organizes the facility for maximum access and utilization.

Maintains an environment conducive to learning, including displays and spatial arrangements.

Writes and obtains approval for philosophy and policy statements that ensure that access to information is not impeded by fees, loan restrictions, or on-line searching charges.

Informs teachers, students, parents, and administrators of available materials, equipment, and services in the library media center, district, and regional centers to meet their information needs.

Trains and supervises support staff, volunteers, and student assistants.

Develops and administers a library media budget to support the instructional program.

Organizes and chairs a library media program advisory committee.

Instructional Consultant (Consultation)

Maintains open communication and works effectively with administration, staff, students, and community.

Assists teaching colleagues in using information resources by recommending and providing instructional materials for the development and support of curriculum.

Participates in district, building, department, and grade-level curriculum development and assessment projects on a regular basis.

Makes individual contributions to the total instructional program.

Uses a systematic instructional development process in working with teachers to improve instructional activities.

Provides leadership in the assessment, implementation, operation, and evaluation of information and instructional technologies.

Assists teaching colleagues in creating locally produced instructional materials.

Advises on laws and policies regarding information and copyright.

Distributes and provides minor maintenance of audiovisual equipment.

Identifies and encourages utilization of community resources.

Professional Growth

Works actively to promote library media services for students and teachers through cooperation and sharing of information and resources at local, district, and state level.

Keeps current in the field by participating in professional activities; i. e., continuing education courses, conventions, seminars, inservice, workshops, collegial groups, etc.

Participates in professional organizations.

Reads professional journals in the fields of library media service and education.

Job Description
for
Library Media Non-Certificated Personnel
School Library Media Clerk/Technician/Assistant/Aide

"The paraprofessional is at all times an assistant, and responsible to a member of the professional staff in charge of the service. Assignments clearly professional may not be delegated to a paraprofessional."

Paraprofessionals in Utah Schools, 1990

Under the direction of a certificated library media specialist/teacher, library media support staff may perform the following tasks:

Clerical

- Type catalog cards, book pockets, spine labels,.bibliographies, requisitions, correspondence, etc.
- File catalog cards into the shelf list and main catalog, or enter data into automated library media system.
- Maintain an accurate circulation system for all library media materials and equipment.
- Sort library media mail.

Collection maintenance

- Process and prepare new materials for circulation.
- Maintain accurate inventory of all library media materials.

Library media center maintenance

- Assist students and teachers in locating all types of appropriate library media materials and equipment.
- Plan and prepare bulletin boards, displays, and interest centers.
- Arrange all types of materials and equipment in proper sequence in the correct locations.
- Repair damaged library media materials as needed.
- Maintain the appearance of the library media center to ensure that it is kept orderly, clean, and attractive.

Technical

- Deliver and retrieve materials and equipment.
- Maintain equipment, perform minor repairs, and report major repair needs.
- Duplicate videotapes and television programs within copyright law.
- Produce instructional materials for students and teachers.

Other tasks as directed by the library media specialist/teacher

Northwest Association of Schools and Colleges
Standards for Accreditation
1990

HIGH SCHOOLS
STANDARD IV — INSTRUCTIONAL MEDIA

In order to ensure that the school instructional media center is adequate to serve its educational function, the Association has established the following minimum standards.

A. Use of Center

The development of a good instructional media center and its proper use are essential to an effective program. The center **shall** be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible.

The center **shall** be under the direction of a qualified instructional media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other instructional materials. Close cooperation between the teaching staff and the instructional media specialist is essential to the administration of a good center.

B. Facilities

The facilities, space, and equipment of the center **shall** be adequate for the number of students and **shall** be attractively arranged.

The basic instructional media center provides adequate facilities and space for the following:

1. Student and teacher use of facilities for large groups, small groups, individual study, viewing, listening, recording, student and faculty production area, professional materials collection, storage area, and general library-media area.

2. All audio-visual equipment, non-print, and print media of permanent value, exclusive of textbooks, **shall** be cataloged in the centralized media center. Items may be issued on long-term loan to a department. All media, both print and non-print, **shall** be classified, cataloged, and processed for central distribution, and inventoried annually.

C. Classifying, Cataloging, and Processing of Materials

Every item of permanent value, whether print or non-print, **shall** be classified and cataloged. A shelf list of all titles **shall** be maintained. Access to the collection should be through an integrated approach (audio-visual and print items alphabetically arranged in the card catalog or microform catalog) and in dictionary arrangement (author-title-subject and all added entries arranged in one alphabetic dictionary file).

D. Repair and Replacement

Adequate resource **shall** be provided to assure regular inspection, repair, and replacement of materials and equipment.

E. Staffing

The following chart gives the instructional media specialist requirements which **shall** be observed. The first person **shall** be a certificated instructional media center specialist; additional people may be clerical or technical.

Full time Equivalency Media Specialists and Other Center Personnel	School enrollments
1/4 time	Up to 125
1/2	126-250
1	251-500
1 1/2	501-750
2	751-1,000
2 1/2	1001-1,250
3	Over 1,250

Larger schools **shall** be provided assistant instructional media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students.

No school **shall** have less than two hours per day of instructional media center time available to students, staff, and others. Schools should try to keep the library open under professional supervision as long as possible.

F. Collection Size

1. The Association requires that the majority of titles in the school's book collection **shall** be selected cooperatively by the instructional media center staff, the teaching staff, and students. The **Senior High School Library Catalog,** (H.W. Wilson Company) and the **Junior High School Library Catalog,** (H.W. Wilson Company) are examples of resources available for the creation of a basic collection. The **Booklist** (American Library Association) is a prominent professional journal which is used to keep the collection current.

2. There **shall** be continuous evaluation of the instructional media collection to assure balance, relevancy, and currency. A written selection policy, including a challenged materials statement, **shall** be adopted and reviewed periodically. This written selection policy **shall** be made available to the State Accreditation Committee upon request.

3. The minimum number of titles and volumes, exclusive of government documents, and textbooks, required in schools of the various enrollments is as follows:

1. 200 or fewer	2,400 volumes including 1,920 titles (1,536 titles **shall** be non-fiction)
2. 201-500	4,800 volumes including 3,840 titles (3,072 titles **shall** be non-fiction)
3. 501-1,000	7,200 volumes including 5,760 titles (4,608 titles **shall** be non-fiction)
4. 1,001-1,800	9,600 volumes including 7,680 titles (6,144 titles **shall** be non-fiction)
5. Over 1,800	12,000 volumes including 9,600 titles (7,680 titles **shall** be non-fiction)

G. Periodicals

The distribution of periodicals **shall** be such that all departments in the school will be served. Proper storage and filing space **shall** be provided for current and back copies of periodicals. All periodicals on the minimum list **shall** be selected from those included in **The Readers' Guide** or **The Abridged Readers' Guide**. These publications are considered standard for any school library.

In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments is as follows:

1. 200 or fewer	25 periodicals
2. 201-500	30 periodicals
3. 501-1,000	40 periodicals
4. Over 1,000	50 periodicals *

*20% duplication permitted

A list of all periodicals provided **shall** be submitted with the Annual Report upon request of the State Accreditation Committee.

H. Materials and Equipment

1. Adequate equipment should be provided for effective use in the instructional programs. Examples are: record players, tape recorders, projectors of various kinds, television receivers, screens, cameras, videotape recording and playback equipment.

2. The instructional media center **shall** have a retrieval and inventory control procedure for equipment.

3. A school which meets the instructional media standard by offering library and media services through the use of resources beyond the school itself **shall** specify such sources.

I. Budget

The minimum annual expenditure for books, periodicals, and audio-visual materials and equipment, including dictionaries and encyclopedias, for schools of various enrollments **shall** be as follows:

1. 200 or fewer	$1,000 or $7 per student, whichever is greater
2. 201-500	$2,000 or $6 per student, whichever is greater
3. 501-1,000	$3,000 or $5 per student, whichever is greater
4. Over 1,000	$4,500 or $4 per student, whichever is greater

JUNIOR HIGH/MIDDLE SCHOOLS
STANDARD IV Instructional Media

Principle: The Northwestern Association considers the instructional media center to be an important part of the educational program. In order to ensure that the school instructional media center is adequate to serve its educational function, the Association has established the following minimum standards.

A. Use of Center

The development of a good instructional media center and its proper use are essential to an effective program. The center **shall** be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible.

The center **shall** be under the direction of a qualified instructional media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other instructional materials. Close cooperation between the teaching staff and the instructional media specialist is essential to the administration of a good center.

Adequate orientation in the use of the center **shall** be provided for students and staff. The specialist works to develop in all teachers and students the skills necessary to make them independent, resourceful users of the instructional media center resources in daily class activities.

B. Facilities

The facilities, space, and equipment of the center **shall** be adequate for the number of students and should be attractively arranged.

1. The basic instructional media center provides adequate facilities and space for large groups, individual study, viewing, listening, recording, student and faculty production area, professional materials collection, storage and general library-media area.

2. All audio-visual equipment, non-print and print media of permanent value, exclusive of textbooks, **shall** be cataloged in the centralized media center. Items may be issued on long-term loan to a department. All media, both print and non-print, **shall** be classified, cataloged, and processed for central distribution, and inventoried annually.

3. Adequate resources **shall** be provided to assure regular inspection, repair, and replacement of materials and equipment.

C. Classifying, Cataloging, and Processing of Materials

Every item of permanent value, whether print or non-print, **shall** be classified and cataloged. A shelf list of all titles **shall** be maintained. Access to the collection should be through an integrated approach (audiovisual and print items alphabetically arranged in the card catalog or microform catalog) and in dictionary arrangement (author, title, subject, and all added entries arranged in one alphabetic dictionary file).

The instructional media center **shall** have a balanced distribution of titles in all classifications, and the collection **shall** be reviewed annually to eliminate obsolete titles.

D. Staffing

The following chart gives the instructional media specialist requirements which **shall** be observed. The first person **shall** be a certificated instructional media center specialist; additional people may be clerical or technical.

Full time Equivalency Media Specialists and Other Center Personnel	School enrollments
1/4 time	Up to 125
1/2	126-250
1	251-500
1 1/2	501-750
2	751-1,000
2 1/2	1001-1,250
3	Over 1,250

***The first full-time person must be a certificated instructional media center specialist; additional people may be clerical or technical. Volunteers may be assigned; however, they may not be counted to meet staffing requirements.**

Larger schools **shall** provide assistant instructional media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students.

No school **shall** have less than two hours per day of instructional media center time available to students, staff, and others. Schools should try to keep the media center open under professional supervision as long as possible.

E. Collection Size

1. The Association requires that the majority of titles in the school's book collection **shall** be selected cooperatively by the instructional media center staff, the teaching staff, and students. The **Senior High School Library Catalog** (H.W. Wilson Company) and the **Junior High School Library Catalog** (H.W. Wilson Company) are examples of resources available for the creation of a basic collection. The **Booklist** (American Library Association) is a prominent professional journal which is used to keep the collection current.

2. There **shall** be continuous evaluation of the instructional media collection to assure balance, relevancy, and currency. A written selection policy, including a challenged materials statement, **shall** be made available to the State Accreditation Committee upon request.

3. The minimum number of titles and volumes, exclusive of government documents and textbooks, required in schools of the various enrollments **shall** be as follows:

a. 200 or fewer	2,400 volumes including 1,920 titles (1,536 titles **shall** be non-fiction)
b. 201-500	4,800 volumes including 3,840 titles (3,072 titles **shall** be non-fiction)
c. 501-1,000	7,200 volumes including 5,760 titles (4,608 titles **shall** be non-fiction)
d. Over 1,000	9,600 volumes including 7,680 titles (6,144 titles **shall** be non-fiction)

F. Periodicals and Newspapers

The distribution of periodicals **shall** be such that all departments in the school will be served. Proper storage and filing space **shall** be provided for current and back copies of periodicals. All periodicals on the minimum list **shall** be selected from those included in **The Readers' Guide** or **The Abridged Readers' Guide**.

In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments **shall** be as follows:

1. 200 or fewer	25 periodicals
2. 201-500	30 periodicals
3. 501-1,000	40 periodicals
4. Over 1,000	50 periodicals*

*20% duplication permitted

A list of all periodicals provided **shall** be submitted with the Annual Report upon request of the State Accreditation Committee.

G. Materials and Equipment

1. Adequate equipment should be provided for effective use in the instructional program. Examples are: record players, tape recorders, projectors of various kinds, television receivers, screens, cameras, videotape recording and playback equipment.
2. The instructional media center **shall** have a retrieval and inventory control procedure for equipment.
3. A school which meets the standard by offering library and media services through the use of resources beyond the school itself **shall** specify such sources.
4. Schools **shall** provide for the staff and students a list of materials and equipment available through the media center.

H. Budget

The minimum annual expenditure for books, periodicals, and audio-visual materials and equipment, including dictionaries and encyclopedias, for schools of various enrollments **shall** be as follows:

1. 200 or fewer	$1,000 or $7 per student, whichever is greater
2. 201-500	$2,000 or $6 per student, whichever is greater
3. 501-1,000	$3,000 or $5 per student, whichever is greater
4. Over 1,000	$4,500 or $4 per student, whichever is greater

ELEMENTARY SCHOOLS
STANDARD IV - Instructional Media

Principle: The media center is an integral part of the school's educational process. It is here that the student learns how to utilize materials and equipment for not only supporting present classroom activities, but also for lifetime learning.

Standards:

A. The school instructional media center **shall** offer a comprehensive program of services to children and to the instructional staff which should include, but not be limited to:

1. Story hour activities.
2. Teaching of media skills.
3. Checking out books.
4. Opportunities for independent study.
5. Group research.
6. Browsing.
7. Use of printed and audio-visual materials.
8. Curricular material.
9. Periodicals.

B. Physical facilities **shall** include a space that is:

1. Readily accessible to pupils.
2. Attractive in appearance and properly lighted.
3. Fitted with suitable equipment.
4. Adequate to provide floor space for full class instruction and to accommodate special group and individual activities.
5. Adequate for storage and workroom activities.

C. The following chart gives the instructional media specialist requirements which **shall** be observed. The first full-time person **shall** be a certificated instructional media center specialist; additional staff may be clerical or technical. Fractional parts of less than 1 full-time employee may also be counted as either clerical or technical.

Full time Equivalency Media Specialists and Other Center Personnel	School enrollments
1/4 time	Up to 125
1/2	126-250
1	251-500
1 1/2	501-750
2	751-1,250

D. Provision **shall** be made for adequate and appropriate learning materials and equipment for all levels and areas of instruction in the school.

Basic criteria for evaluation of media and materials **shall:**

1. Provide opportunities for children to learn through doing.
2. Be used in a variety of ways and by children at different developmental levels.
3. Provide for individual and group use, interaction, and problem-solving.
4. Be safe, well constructed, and attractive.
5. Be in sufficient quality and variety to address indoor and outdoor instructional activities adequately.

E. The minimum annual expenditure for newspapers, periodicals, fiction books, non-fiction books, dictionaries, encyclopedias, and audio-visual materials including computer software for schools or various enrollments **shall** be as follows:

1. 50 or fewer	$250
2. 51-100	$500
3. 101-150	$750
4. 151-200	$1,000
5. 201-500	$2,000 or $5.00 per student, whichever is greater
6. 501-1000	$3,000 or $4.00 per student, whichever is greater
7. Over 1000	$4,000 or $3.50 per student, whichever is greater

F. The media center for the school **shall** house its collection of media, both print and non-print. Media **shall** be varied, up-to-date, and carefully selected in terms of the school curriculum and instructional program.

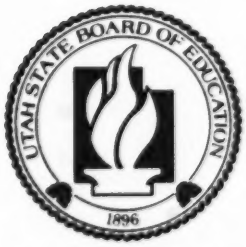
G. The book collection **shall** contain a minimum of 10 books per child or 1,500 books, whichever is greater, except in schools under 100 students; then 10 books per child is the standard. Books on order, but not delivered, may be counted as a part of the requirement.

H. The school **shall** have various types of audio-visual equipment. The audiovisual equipment should include a variety and sufficient number of items such as 16mm motion picture projectors, filmstrip projectors, tape recorders, record players, television sets and recorders, overhead projectors, and computers.

I. In kindergarten and early childhood centers serving children under age six, no central media center or media specialist is required. However, each classroom **shall** have a collection of 10 books per child. These books **shall** be appropriate to the various developmental stages, with picture books predominating, and **shall** cover a variety of topics including nature, real-life experiences, fantasy, mechanical subjects, and art.

J. A school which meets the Instructional Media Standards by offering services through the uses of resources beyond the school itself **shall** specify such resources, and describe how these resources meet the standards.

K. There **shall** be evidence that children have continual access to the use of books and other learning materials before, during, and after school.



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